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ABSTRACT

A project designed an operational system and develop a skilled pool of trainers, in conjunction with Pennsylvania's Regional Professional Development Centers (PDCs), to deliver high-quality, uniform training modules in needed content areas to adult basic and literacy education (ABLE) staff throughout Pennsylvania. Procedures for identifying, selecting, and training trainers in cooperation with the PDCs were established. An operational system was set up in conjunction with the PDCs to facilitate scheduling and delivery of modules, to provide follow-up technical assistance to training participants, and to support and develop module trainers. During the project, 51 trainers were trained. Forty of those trainers (78 percent) delivered their modules at least one time; 14 (27 percent) delivered their modules two or more times. Fifty-two module training sessions were completed throughout the state during the project year. The training process is set to continue in future years; more emphasis on evaluation of trainers and the module delivery system was recommended. (Three appendixes include the following: (1) a module trainer job description, application form, and list of responsibilities; (2) a project articles from two newsletters; and (3) training packet materials.) (KC)

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C Molek

Train the Trainer
Final Report

Lori A. Forlizzi, Project Coordinator
Carol Molek, Project Director
TIU Adult Education and Job Training Center

Fiscal Year 1997-1998

Grantee: Carol Molek
Adult Education Director
TIU Adult Education and Job Training Center
MCIDC Plaza, Building 58
6395 SR103 North
Lewistown, PA 17044
(717) 248-4942

Funding: $58,220
Project #: 99-8003

OEO 78 144

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ABSTRACT **Project No.** 99-8003

Grant Recipient:
Carol Molek
TIU Adult Education and Job Training Center
MCIDC Plaza, Building 58, 6395 SR103 North
Lewistown, PA 17044
(717) 248-4942

Program Name: Train the Trainers
Grant Allocation: $58,220
Project Period: July 1, 1997 - June 30, 1998
Project Director: Carol Molek

Project Purpose: This project proposed to design an operational system and develop a skilled pool of trainers, in conjunction with the state's regional Professional Development Centers (PDCs), to deliver high-quality, uniform training modules in needed content areas to ABLE staff throughout the state.

Project Outcomes: Procedures for identifying and selecting trainers in cooperation with the PDCs were established. Training for trainers was developed. An operational system was set up in conjunction with the PDCs to facilitate scheduling and delivery of modules, to provide follow-up technical assistance to training participants, and to support and develop module trainers.

Impact: Fifty-one trainers across five modules were trained. Forty of those trainers (78%) delivered their modules at least one time; fourteen (27%) delivered their modules two or more times. Fifty-two module trainings were completed throughout the state during the project year (additional module trainings were scheduled to be completed in the new project year).

Products or Training Developed: A final report summarizes project activities and evaluation data.

Products Available From: AdvancE and the Western Pennsylvania Adult Literacy Resource Center.

Project Continuation and/or Future Implications: Train the Trainers set up statewide systems for selecting, training, and supporting module trainers and delivering modules. In future years, project efforts should focus on institutionalizing these systems while allowing them to grow to accommodate additional modules and trainers.

Conclusions/Recommendations: Continued cooperation among the Bureau, the PDCs, and project staff is crucial to keep the systems functioning. Structures should be set up to provide greater support to trainers by project staff and fellow trainers. Future project efforts should also provide more structured evaluation of trainers and the module delivery system.

Additional Comments:

Introduction

Purpose and Objectives

Train the Trainers identified, developed, trained, and supported a state-wide cadre of trainers who, in turn, delivered a series of training modules to adult education practitioners in programs funded by the Pennsylvania Department of Education Bureau of Adult Basic and Literacy Education (ABLE). The training module series delivered by the trainers was developed under another Section 353 Staff Development Project, Training Development, during the 1996 -1997 project year, and included the following modules: *Assessment for Adult Learners*; *Case Management for Adult Learners*; *Cooperative Learning*; *Math as Problem Solving*; and *Teaching Strategies for the Multilevel ESL Classroom*. Train the Trainers also developed and implemented a system for delivering the modules through the state's regional Professional Development Centers (PDCs). Train the Trainers operated concurrently with Training Development Project II, which developed additional modules for eventual delivery through the system. Train the Trainers project objectives were:

* to define requirements of the trainers generally and in specific content areas;
* to determine the process for selection of trainers and make selections;
* to determine the content of the training for the trainers;
* to deliver training to trainers who will provide training for adult education practitioners in the field; and
* to establish an operational procedure through administrative and fiscal support to initiate the training system.

Rationale and Background of the Project

As Pennsylvania's regional system of professional development evolved, the need for an effort to establish continuity and consistency of training had become more apparent. Training demands were being met through the regional PDCs, and topics in

wide demand across the regions had been identified (for example, assessment, case management, and ESL instructional techniques). However, with each PDC operating independently, content and availability of training in these topics varied greatly from one region to another. Train the Trainers, in conjunction with the Training Development Project, provided an avenue to develop and deliver standard, high-quality training on a variety of needed topics through the PDCs to ABLE staff throughout the state.

Project Time Frame

All project activities occurred between July 1, 1997 and June 30, 1998. During the months of July, August, and September, 1997, trainer requirements were defined, a job description and application for trainers was developed and disseminated, the content of the trainer training was developed, and an operational system for statewide delivery of the modules through the PDCs was planned with input from the ABLE Bureau and PDCs. During the months of October, November, and December of 1997, trainers were selected in cooperation with the PDCs and two trainer training sessions were held. During the last six months of the project, modules were scheduled and delivered throughout the PDC regions, the trainer training content was refined, additional trainers were selected and trained in four more trainer training sessions, and the module delivery system was implemented and refined with the cooperation of the PDCs.

Project Staff and Key Personnel

Key project staff included Carol Molek, Project Director; Lori Forlizzi, Project Coordinator; Suzanne Fisher, Training Coordinator; and Sheree Goss, Operations Manager. These individuals were responsible for the coordination and operation of the project. Other individuals served as Lead Trainers for each of the modules delivered by trainers. The role of the Lead Trainers was to provide trainer training in the modules and follow-up and support to trainers on specific module content issues, as well as to

serve as module trainers in their home regions (see Lead Trainer Job Description in Appendix A.).

Carol Molek directed all aspects of the project. She worked closely with the PDCs to keep them informed of project activities, to gather their input, and to set up the system for delivering the module training through the Professional Development Centers. She led the process of defining trainer requirements, determining the trainer selection process, and developing and implementing the trainer training. She has over 14 years of experience in directing adult programs for the Tuscarora Intermediate Unit and in developing and implementing special projects for the Pennsylvania Department of Education. She has directed four ABLE institutes, authored successful curriculum and staff development materials, and has been a presenter at Pennsylvania Department of Education Fall Workshops and other state and national training. In addition, she is the Director of the South Central Professional Development Center.

Lori Forlizzi assisted Ms. Molek with all aspects of the project. She assisted Ms. Molek in the development of trainer requirements, with trainer selection, and with development and implementation of trainer training. She provided follow-up support to trainers and monitored trained trainers as they began to deliver modules. She also monitored project data. In addition, she served as Lead Trainer for the *Assessment for Adult Learners* module. She is Trainer/Training Developer at the Adult Education and Job Training Center and has worked in the field of adult education for 12 years on a variety of research, curriculum development, and staff development projects.

Suzanne Fisher worked with the project to develop trainer requirements, to select trainers, and to develop and implement trainer training. She served as Lead Trainer for the *Case Management for Adult Learners* and *Cooperative Learning* modules. She is Trainer/Training Developer for the Adult at the Adult Education and Job Training Center, has coordinated the New Choices project at the Center, and

provides training for the South Central Professional Development Center and as a consultant to other groups and organizations.

Sheree Goss managed project records and assisted Ms. Forlizzi with monitoring project data. She coordinated registrations and operations for trainer training sessions, provided assistance to trainers, worked with data management, and provided follow-up support to module participants. She has been the Management Information System Coordinator for all ABLE-sponsored programs at the Adult Education and Job Training Center and is the Operations Coordinator for the South Central Professional Development Center.

The Lead Trainer for the math module was Ellen McDevitt (an independent Training Consultant); the Lead Trainer for the multilevel ESL module was Susan Finn Miller (affiliated with Lancaster-Lebanon Intermediate Unit 13).

Audience for this Report

The audience for this report primarily includes staff of the ABLE Bureau and staff of ABLE-funded programs. The report would also be of interest to anyone who is considering undertaking a similar effort or any individuals interested in the activities of the project.

Project Dissemination

Copies of this report will be filed permanently at the following locations:

1) Pennsylvania Department of Education

Bureau of Adult Basic and Literacy Education

333 Market Street, 12th Floor

Harrisburg, PA 17126-0333

2) AdvancE State Literacy Resource Center

333 Market Street, 11th Floor

Harrisburg, PA 17126-0333

3) Western Pennsylvania Adult Literacy Resource Center

5347 William Flynn Highway, Route 8

Gibsonia, PA 15044-9644

Statement of the Problem

This project set out to design a system for delivering a set of high-quality, standardized training modules in needed content areas through the state's regional PDCs. Thus, module training would be integrated within the existing system of professional staff development in the state. Working in concert with the Training Development Project and the regional PDCs, Train the Trainers provided an avenue for consistent delivery of standard training on topics critical to Pennsylvania adult educators.

Project Goals and Objectives

The goals for the Train the Trainers project were to establish the necessary operational setting and to develop a skilled pool of trainers to deliver high-quality, uniform training in specific content areas statewide. Project objectives were as follows:

* to define requirements of the trainers generally and in specific content areas;
* to determine the process for selection of trainers and make selections;
* to determine the content of the training for the trainers;
* to deliver training to trainers who will provide training for adult education practitioners in the field; and
* to establish an operational procedure through administrative and fiscal support to initiate the training system.

Procedures Employed

Train the Trainers was completed in two parts. During part one, the planning phase, trainer requirements were defined, a job description and application for trainers was developed and disseminated, the content of the trainer training was developed, and

an operational system for statewide delivery of the modules through the PDCs was planned with input from the ABLE Bureau and PDCs. During part two, the implementation and revision phase, trainers were selected in cooperation with the PDCs and trainer training sessions were held. The trainer training content was refined and additional trainers were selected and trained. Also during part two, the module delivery system was implemented and refined as modules were scheduled and delivered throughout the PDC regions.

Objectives Achieved

All project objectives were met. The following section describes how each objective was achieved.

Defining Trainer Requirements

Working in consultation with the ABLE Bureau and staff of the PDCs, the Project Director and Project Coordinator defined trainer requirements. These included prior experience, skill, and proven track record in delivering training; education or experience in the content area of a module; effective presentation and communication skills; the ability to work with others, including module participants and staff of the PDCs and the Train the Trainers project; and flexibility in time schedule and ability and willingness to travel. The list of trainer requirements was drafted and forwarded to the ABLE Bureau for approval.

Selecting Trainers

From the approved trainer requirements, a module trainer job description, an application form, and a list of responsibilities of each major party in the project (trainers, PDCs, and Train the Trainer project) were developed (see Appendix A). These were made available to potential trainers through several routes. The application, job description, and list of responsibilities were disseminated through the PDCs. An article about the project and need for trainers appeared in the September, 1997 issue of

What's the Buzz, the state's adult education newsletter, and the application also appeared in the Fall 1997 issue of *PAACE News*, the newsletter of Pennsylvania's professional association for adult educators (see Appendix B). Classified job advertisements were placed in regional newsletters and on regional job posting services. In addition, the information and application materials were sent to graduate-level adult education and training programs at Pennsylvania colleges and universities (including Penn State, Cheyney University of Pennsylvania, Indiana University of Pennsylvania, Temple University, and Widener University). All completed module applications were returned to the Adult Education and Job Training Center.

A decision was made to have the PDCs play a major role in the selection of trainers, as trainers would be brokered through the PDCs (see further detail under the section on fiscal and administrative management). Thus, as applications came in to the Adult Education and Job Training Center, the PDC region or regions that the trainer would train for (according to geographical location or PDC preference) were logged on the application and Train the Trainer project staff reviewed the applications. From the applications, project staff constructed, for each module, a list of individuals in each PDC region who were interested in being trainers for that module. These lists and the applications for the individuals on the lists were forwarded to each PDC. PDC staff were asked to review the applications, talk with each potential trainer, and make a set of final selections in conjunction with Train the Trainer project staff. At that point, a letter of invitation to participate as a module trainer was mailed to each individual on the finalized lists, along with a copy of the module or modules which they would be delivering and information about trainer training dates and locations. Each module contained materials needed to conduct training sessions: trainer notes, overhead transparencies, handout masters, and standard session and overall evaluation forms.

After reviewing the module(s), the candidate trainers could make a final decision regarding their participation as trainers.

Determining Content of Trainer Training

Content of trainer training was determined before the first trainer training session of the project in November of 1997; however, six trainer training sessions were run over the course of the project, and the original content was revised as the project progressed. The revisions were incorporated in response to trainers' evaluation of the sessions (more detailed information on evaluation of the trainer training sessions is given later in this report) and trainer experiences as they began to deliver module training in the field.

The content of the training was developed by project staff to meet the needs of trainers who came to the project having some training experience and content expertise. The trainer training for each module always consisted of a full day of training. The morning sessions were devoted to providing trainers with general information about the project, the context of the professional development system in Pennsylvania, and training techniques and tips. These sessions were led by project staff. Specific training topics in the morning sessions included the following: an overview of the Pennsylvania professional development system and the place of the module and trainer projects within it; a presentation of the history, goals, and overview of the module development and trainer training projects; an activity that discussed the varying roles of a trainer, a teacher, and a facilitator and why the role of "trainer" was most appropriate for meeting the goals and aims of module delivery; a discussion of the philosophies and training approaches behind the modules; and a presentation on the statewide module delivery system and the roles of the trainers, PDCs, and training project staff within it. In the trainer training sessions that occurred after January, 1998, a presentation and discussion on dealing with difficult participants was added to the morning session

based on recommendations of trainers who had delivered training in the field. The afternoon sessions were devoted to module-specific training and were led by Lead Module Trainers. These sessions gave participants the opportunity to discuss module-specific activities and content questions. Based on suggestions from participants in the early train the trainer sessions, the sessions after January included at least one activity from the module. Due to limited time for training, it was impossible to provide candidate trainers with the experience of participating in the full module as part of these trainer training sessions; however, in following project years we will require that all candidate trainers for a module that has been released agree to complete that module before they are certified as trainers. Example of the training packet given to trainers is included in Appendix C.

Delivering Trainer Training

During the course of the project, six trainer training sessions were held (all at the Adult Education and Job Training Center in Lewistown). The dates for these sessions were 11/25/97 (assessment and case management modules); 12/8/97 (cooperative learning and math modules); 1/20/98 (multilevel ESL module); 3/23/98 (cooperative learning and math modules); 3/30/98 (case management and multilevel ESL modules); and 4/7/98 (assessment module). Fifty-one trainers across the five modules were trained; a total of forty-two individuals were trained, with some serving as a trainer for two or more modules (these numbers do not include Lead Trainers or three individuals from PDC staffs who went through the training for informational purposes and to serve as back-up trainers in their regions if needed). For each module, the following table provides numbers of module trainers trained within each PDC region (again, Lead Trainers and PDC staff are not included in the counts). Because trainers for the Northwest and Southwest regions planned to (and did) regularly cross-

train in the two regions, the numbers of trainers trained for those regions are listed together.

	NW/SW	CNE	SE	Phil.	SC	Tot.
Case Mgt.	5	2	2	4	0*	13
Assessment	5	1	2	2	0*	10
Math	2*	3	1	2	2	10
Multi. ESL	2	2	1*	2	2	9
Coop. Lrn.	2	4	1	2	0*	9
Total	16	12	7	12	4	51

* lead trainer was also from this region

Establishing Operational Procedures

Working together, the Project Director, staff of the ABLE Bureau, and PDC directors developed a structure for delivering module training through the regional PDCs. Under this structure, the PDCs promoted the availability of module training sessions to agencies in their regions. When interest in a particular module was great enough, the PDC would coordinate with a trained trainer from their own or a nearby region to schedule the training. Trainers were paid for training and technical assistance follow-up to participants in their sessions by the PDC scheduling the training. The PDCs registered participants, covered the cost of duplicating handouts for the sessions, and assisted with scheduling training locations, arranging for training equipment (e.g., overhead projectors and flip charts), and providing lunch or snacks for participants.

Within this structure, the Train the Trainer project provided materials, coordination, and support for the statewide training effort. The project provided to the PDCs or made available to trainers supporting materials for module delivery, including

pre-training readings and activities, demonstration materials (such as actual test samples for the assessment module and pattern blocks for the math module), and videos or supplementary readings for trainers. For example, boxes of assessment materials for use with the assessment module have been housed in each PDC by the project for trainers in that region to share. Multiple copies of videos and supplementary readings for trainers that are needed in certain modules are housed at the Adult Center in Lewistown and the Operations Manager coordinates loans to trainers. As each module was selected or completed and ready for introduction to the system, the Project Coordinator sent to each PDC a copy of a sample letter to participants to be adapted and sent by the PDCs to each participant as he or she registered for the module. The Project Coordinator also sent to each PDC copies of pre-training reading materials or other assignments to be distributed to participants by the PDCs prior to the participants' attendance at the first session of training.

The Train the Trainer project also monitored data on all training sessions. PDCs were asked to forward information about all training sessions scheduled (including module name, location, dates, time, name of scheduling PDC, and names of trainer or trainers) to the Train the Trainer project. A master schedule kept by the Operations Manager listed all scheduled module training sessions. For each training module delivered, trainers were asked to return to the Train the Trainer project session sign-in sheets, lists of participants who completed the module, session evaluation forms, overall evaluation forms, and amount and type of technical assistance provided to module completers. The Train the Trainer project awarded certificates of completion (produced by the Operations Manager) to participants who completed all sessions of a module and related assignments. Project staff instructed trainers to work with the PDCs to provide the PDCs with copies of any data that they required (for example, their own copies of sign-in sheets and evaluation forms).

The Train the Trainers project also provided support and follow-up to trainers as they began delivering the modules. The Project Coordinator contacted each trainer by telephone or e-mail after he or she delivered Session 1 of a new module for the first time, and again after he or she delivered a new module in its entirety, to discuss the trainer's experiences and reactions to the module. The Lead Trainers for each module also contacted trainers after they had delivered that module, focusing on content-specific issues.

Evaluation Techniques, Instruments, and Results

This year's project had two major purposes: 1) to set up a statewide system for selecting, training, and supporting trainers; and 2) to set up a statewide system for delivery of the modules. These purposes were achieved. Although most of the staff capacity was taken up by these start-up activities and continuing module development through Training Development Project II, we were able to evaluate some components of these systems (the techniques, instruments, and results of these evaluation efforts are described below).

Evaluation of the Module Delivery System

A total of 52 module trainings were completed throughout the state during the project year (additional module trainings were scheduled to be completed in the new project year). A breakdown by PDC region and module follows:

	NW	CNE	SE	Phil.	SC	SW
Case Mgt.	2	2	2	2	3	3
Assessment	2	3	2	3	2	4
Math	1	5	1	2	0	2
Multi. ESL	1	1	2	1	1	0
Coop. Lrn.	1	2	0	1	1	0

These figures indicate that the delivery system was successful in delivering trainings. Informal communication with PDCs and the Bureau revealed that these entities are reasonably satisfied with the system at this point in time. The delivery system will continue to grow and change over time. Future project funding will enable us to capture more formal evaluation of the delivery system from the perspectives of the PDCs, trainers, and participants.

Evaluation of Trainers

Most module trainers delivered their module only one time during the project year. Of the 51 trainers (again, this number does not include the Lead Trainers), 26, or about half, delivered their module one time. Eleven trainers, or 22%, did not deliver their module before the end of the project year. Thirteen delivered their module two times and one delivered her module four times. Thus, only about a quarter of the trainers had the experience of delivering a module more than one time.

Continuation of the project will allow trainers to become experienced in module delivery. Procedures for evaluation of trainers by training participants and PDC staff will then be established.

Evaluation of Trainer Training Sessions

Trainers who participated in each of the trainer training sessions were asked to rate each component of the training day on a scale of 1 (poor) to 5 (excellent). These components included:

Overview of the Pennsylvania Professional Development System

History and Goals of the Module Development and Trainer Projects

Discussion: Teacher, Facilitator, Trainer -- Who Are We?

Module Training Approaches and Philosophy

The Statewide Module Delivery System

Module-Specific Training

Participants who completed trainer training after January, 1998 also participated in a presentation and discussion on Dealing with Difficult Participants.

The components of the morning sessions were consistently given ratings of 4 and 5 by trainer training participants; in fact, of the 245 individual ratings of the morning components given by participants over all of the sessions, 91% were ratings of 4 or 5 while only 9% were ratings of 3 or below. Likewise, for the afternoon module-specific training sessions, of the 45 ratings given, 93% were ratings of 4 or 5 while 7% were ratings of 3 or below. Thus, the trainer training was rated very highly by participants.

Trainers were also encouraged to provide comments about aspects of trainer training that they felt needed to be added or that could be deleted. The most common responses included requests for more time and depth for trainer training, requests to complete the module training or participate in actual module activities as part of trainer training, and requests to meet again with fellow trainers. The last two requests will be addressed in the upcoming project year. As previously noted, all candidate trainers will be required to complete training in a module (if the module has been released to the field) before they can be certified as trainers in that module. In addition, face-to-face follow-up meetings for all trainers in each module will be conducted in the upcoming project year.

Procedure for Dissemination of the Findings and Products

Copies of this report will be permanently housed in ABLE Bureau and the state literacy resource centers.

Conclusions and Recommendations

Train the Trainers set up a statewide system for selecting, training, and supporting module trainers and a statewide system for delivery of the modules.

Cooperation among project staff, the PDCs, and the Bureau was and will continue to be critical to keep these systems functioning. In future years, project efforts should focus on institutionalizing these systems while allowing them to grow to accommodate additional modules and trainers. Structures should be set up to provide greater support to trainers by project staff and fellow trainers. These structures have been proposed as activities in the follow-up to this project: namely, visits to trainers in the field by project staff and occasional meetings of trainers in each module to enable sharing of training expertise. Future project efforts should also provide more structured evaluation of trainers (by participants and PDCs) and the module delivery system (by trainers, PDCs, and module training participants).

Appendix A

Lead Trainer Job Description
Module Trainer Job Description
Module Trainer Application Form
List of Responsibilities

ADULT & JOB EDUCATION TRAINING CENTER

MCIDC Plaza Building 58 • 6395 SR103 North • Lewistown, PA 17044
(717) 248-4942 • Fax (717) 248-8610

TRAINING MODULE PROJECT
LEAD TRAINER
Agreement/Invoice

As Lead trainer for the Training Module project I agree to:

- to learn the module so that you can train others to utilize it.
- to communicate with module developers or module training project personnel on questions concerning content and delivery.
- to maintain integrity of the module in use as trainer and in training others.
- to maintain security of training materials.
- to assist in promotion of modules and recruitment of participants.
- to train other trainers to use the module. Training to be held in central location in state or in particular region of need. May need to be repeated at different times throughout the year. Each training starts with a general intro to the module concept and delivery system; some basics on training and facilitation; then specific training on the different modules. There may be several presenters in the beginning group and then the group will split and the trainer will take the people training in a particular area. If trainers who have previously trained in a different area, training will only be on new specific module.
- Act as module trainer and provide training as requested. Lead trainers are also expected to be trainers for their module(s) of responsibility. Delivery of the module training is organized by each PDC. Our goal is to have enough trainers trained to cover each subject area in each region although not necessarily one trainer per region for each module. Payment for delivery of modules training is done through the pdc's.
- Oversee trainers trained and assure their compliance of "responsibilities of trainers."
- Provide technical assistance to trainers trained.
- Act as liaison between trainers and "Train the Trainer" project.

ADELE CRAIG
Employment/Training Director
e-mail: atcraig@acsworld.net

CAROL MOLEK
Adult Education Director
e-mail: carcarm@acsworld.net

HELEN GUISLER
Counseling Services Director
e-mail: atcraig@acsworld.net

Reimbursement from "Train the Trainer" project to Lead Trainers:

Initial preparation: review of module; training of trainers planned

$200

Training of Trainers and follow-up

$350

TOTAL: $550

I agree to fulfill the requirements of the Lead Trainer for _____module. Reimbursement will be made to the name and address below depending on the arrangements I have made with my employer. These funds will not duplicate other reimbursement for my time.

_____

_____

signature date

please return one signed copy and keep one for your records

Reimburse to:

Name or

Agency:_____

Address:_____

_____

_____

ss#:_____

• • • •

Module Trainer
Job Description

Duties and Responsibilities

- become familiar with PDE training modules to be delivered by attending trainer training and through self-study
- work with the state's Professional Development Centers (PDCs) to schedule training sessions
- ensure that handouts and any other materials to be prepared or distributed as part of each training are prepared and distributed as necessary prior to or during the course of the training
- ensure that the module, accompanying materials, handouts, and overheads are transported to the training site on each day that training is to be delivered
- deliver training as written
- provide follow-up development assistance to agencies and individuals attending each training session
- return in good order all materials to Train the Trainer Project at end of participation

Required Knowledge, Skills, and Abilities

- ability to communicate effectively in oral and written modes
- ability to work well and cooperate with others
- knowledge of time management processes
- ability to present oneself in a professional manner including personal appearance and pleasant demeanor toward others
- background in content area of modules to be delivered
- willingness and ability to travel

Qualifications

- experience in training
- record of effectiveness in training

Note:
Trainers will be required to attend trainer training. Trainers will be paid for their time and travel expenses related to this training. Trainers will be paid at PDC rates each time a module is delivered to cover delivery of that module plus provision of follow-up to agencies and individuals attending those sessions. Trainers must cover the cost of their own travel expenses (e.g., lodging, mileage, and meals) related to module delivery and follow-up.

Questions may be directed to:
Carol Molek
TIU 11 Adult Education Director
MCIDC Plaza, Building 58
6395 SR103 North
Lewistown, PA 17044
(717) 248-4942
Fax: (717) 248-8610
e-mail: carcarm@mail.microserve.net

Module Trainer Application

Applicant Name: _____

Agency Affiliation (if any):_____ Title:_____

Preferred Mailing Address: _____

_____

Telephone Number: _____ FAX Number: _____

E-Mail Address: _____

Module(s) you wish to deliver (check all that apply):

- ❑ Case Management
- ❑ Assessment
- ❑ Multi-Level ESL
- ❑ Assessing Basic Skills of LD Adult Learners
- ❑ Introduction to Learning Disabilities
- ❑ Cooperative Learning
- ❑ Math as Problem Solving
- ❑ Basic ESL Training
- ❑ Reading
- ❑ ESL Assessment

Describe your prior experience in delivering training:

Describe relevant education or experiences that provide you with the background knowledge in the module(s) you wish to deliver:

Module trainers will be required to negotiate the scheduling of training with the state's PDCs. How flexible is your time? Describe how your responsibilities as a PDE Module Trainer will interface with other work responsibilities:

List the names, titles, addresses, and telephone numbers of two individuals who could serve as references for you:

Please return this application by as soon as possible to:
Carol Molek
Adult Education Director, TIU 11
MCIDC Plaza, Building 58
6395 SR103 North
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Questions may be directed to Carol at (717) 248-4942

Module Training

Responsibilities of Each Party

Training Project

- provide a complete copy of each module, including all overhead and handout masters and all accompanying materials (with the exception of needed AV equipment such as overhead projectors and screens, flipcharts, tape recorders, etc.) for trainers
- select and train trainers in general knowledge and competencies needed by trainers (e.g., overview of module projects, PDE initiatives, and PA training structure; facilitation skills; principles of adult learning and teaching adults), and in content of specific modules to be delivered
- provide stipend to cover expenses related to delivery of trainer training, including travel expenses incurred by trainers (e.g., lodging, mileage, and meals) (at rate $200 per day)
- provide summaries of training and promotional flyers to PDC's for dissemination

PDCs

- advertise and promote module training
- negotiate with trainers to set up a schedule for each training session within their region
- cover cost of duplicating handouts; mailing initial information and materials (e.g., training agenda, readings) to each participant; and replacing modules' consumable materials (e.g., 3 x 5 notecards) for each training in their region
- make arrangements for and pay for training site set-up (e.g., room, AV equipment, refreshments, etc.) for each training in their region
- pay trainers (suggested rate $800) to cover each module delivery including follow-up

Trainers

- attend trainer training
- become familiar with specific modules they will deliver through trainer training and self-study
- negotiate with PDCs to set up a schedule for each module training
- ensure that overheads, handouts, and any other materials to be prepared or distributed as part of each training are prepared and distributed as necessary prior to or during the course of the training
- ensure that the module, accompanying materials, handouts, and overheads are transported to the training site on each day that training is to be delivered
- provide follow-up development assistance to agencies and individuals attending each training session
- cover cost of their own travel expenses (e.g., lodging , mileage, and meals) related to delivering module training and follow-up activities
- return all materials in good order to train the trainer project at the end of participation

Appendix B

Project Article from *What's the Buzz*
Project Article from *PAACE News*

TRAINERS NEEDED NOW FOR MODULES, TECHNICAL ASSISTANCE

Part of the professional development effort for Pennsylvania adult basic and literacy educators in 1997-98 is presentation of a series of training modules and follow-up technical assistance to interested practitioners.

The training program is being coordinated by Carol Molek, Adult Education Director at IU #11. The project is currently identifying trainers to deliver the modules to teachers, administrators, counselors, and volunteers throughout the state.

Trainers should have a record of effectiveness in training and a background in the content area of the modules to be delivered. It is also important that the prospective trainers have a flexible schedule which will permit them to travel to training sites.

Trainer-training will be held (time and travel will be reimbursed) and trainers will be paid for module delivery and follow-up technical assistance.

Trainers for the Assessment and Case Management modules are needed immediately. Upcoming modules include Cooperative Learning, Math as Problem Solving, Multi-level ESL, Basic ESL Training, ESL Assessment, Introduction to Learning Disabilities, Assessing Basic Skills of LD Adult Learners, and Reading.

For information contact Carol Molek, TIU #11 Adult Education Director, MCIDC Plaza, Bldg. 58, 6395 SR103 N, Lewistown, PA 17044 (717) 248-4942; fax (717) 248-8610; carcarm@mail.microserve.net.❖

WHAT'S the Buzz?

What's the Buzz?, Pennsylvania Adult Education's Professional Newsletter is published five times in 1997-98 by Adult Education Linkage Services, Box 214, Troy, PA 16947, under partial funding provided through the Pennsylvania Department of Education from the U.S. Adult Education Act, Section 353. It is distributed without charge to practitioners of adult basic and literacy education in Pennsylvania and no endorsement of newsletter contents by PDE nor USCOE should be inferred.

Editor: Dave Fluke
Associate Editor: Tana Reiff
Editorial Board: Ella Morin, Priscilla Ferguson, Tana Reiff

This publication is available in alternative media on request.

Linking Learning to Life: A Call for Midwinter Conference Presenters

Every day, with every adult student, we help to show the connections between what takes place in the classroom and in our clients' "real world." Now's the chance for you to share with your colleagues some of the experiences, techniques, materials, and research which you have used and developed over the years as you help your students Link Learning to Life.

The Pennsylvania Association for Adult Continuing Education (PAACE) is calling for proposals for presentations at the Midwinter Conference on Adult Education, February 4-6, 1998.

Those who have attended the Conference in the past know a real value of the Midwinter is the networking, communication, and sharing that takes place among teachers, tutors, counselors, and administrators in adult basic and literacy education. Help your colleagues—share your experiences and ideas!

Proposals should be submitted to Sandy Strunk, Southeast Professional Development Center, 1 Cumberland Street, Lebanon, PA 17042 (717) 270-2935; fax (717) 270-2943; e-mail: SEPDC1@aol.com.❖

Call for Papers for Research Conference

The Pennsylvania Adult and Continuing Education Research Conference (PA-ACERC) will be held in Chester, on Saturday, March 21, 1998. Three categories of submissions are being solicited: Papers (for 50-minute presentations); Poster Sessions (30 minutes to discuss topics with conference participants in an informal setting); and Symposia (a 50-minute examination of pros and cons of specific problems). Deadline for submissions is October 1, 1997 to Dr. Edna Wilson, Dean, School of Continuing Education, Marywood University, Scranton, PA 18509 (717) 348-6237.❖

FROM THE BUREAU, from p.1

upgrading doesn't stop with the adult learners enrolled in our programs. During the past several years, the Bureau has been working to expand professional development offerings for practitioners through Section 353 funds. Through the six Professional Development Centers, Tutors for Literacy in the Commonwealth, and Institutes, adult educators can participate in workshops, training sessions, online discussion groups, listservs, focus groups, or various practitioner networks. They can conduct research in their classrooms, participate in leadership development, publish an inquiry or research project, or integrate technology into their instruction. The "Summer Institute" format has become a more flexible "Institute" that can be offered during the program year and in a series of sessions over time. The format allows for networks to form and continue after the Institute has ended and provides support for application of skills and follow-up. This year's Institute topics include ESL, New Teacher Orientation, ABLE Net, Practitioner Inquiry, and EQUAL (Educational Quality for Adult Literacy). Practitioners have been successfully using such opportunities to explore the issues most pertinent to improving their daily practice. It continues to be the Bureau's goal to engage more practitioners in meaningful professional development opportunities available through the Professional Development System.

Congratulations on your entry or re-entry to the world of adult education! Please take advantage of the year ahead to ask yourself challenging questions about your work, find answers to those questions, and contribute to the changing face of adult education.❖

28 BEST COPY AVAILABLE

Professional Development

ABLE Module Trainers Needed

THE REGIONAL PROFESSIONAL DEVELOPMENT Centers (through the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education) will soon be implementing the newly developed training modules for adult education practitioners. Trainers are needed immediately! If you are interested, please complete the application form below. Feel free to copy the form.●

Module Trainer Application

Applicant Name: _____

Agency Affiliation (if any): _____

Title: _____

Preferred Mailing Address: _____

Telephone Number: _____ Fax Number: _____ E-Mail Address: _____

Module(s) you wish to deliver (check all that apply):

_ Case Management _ Cooperative Learning _ Assessment _ Math as Problem Solving
_ Multi-Level ESL _ Basic ESL Training _ Assessing Basic Skills of LD Adult Learners
_ Reading _ Introduction to Learning Disabilities _ ESL Assessment

Describe your prior experience in delivering training:

Describe relevant education or experiences that provide you with the background knowledge in the module(s) you wish to deliver:

Module trainers will be required to negotiate the scheduling of training with the state's PDCs. How flexible is your time? Describe how your responsibilities as a PDE Module Trainer will interface with other work responsibilities:

On a separate sheet, please list the names, titles, addresses, and telephone numbers of two individuals who could serve as references for you.

Please return this application by as soon as possible to:
Carol Molek
Adult Education Director, TIU 11
MCIDC Plaza, Building 58
6395 SR103 North
Lewistown, PA 17044
Questions may be directed to Carol at (717) 248-4942

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Appendix C

Training Packet Materials

ADULT & JOB EDUCATION TRAINING CENTER

MCIDC Plaza Building 58 • 6395 SR103 North • Lewistown, PA 17044
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Train the Trainers Module Training Agenda 3/23/98 Adult Education and Job Training Center Lewistown

I. Introductions

II. Professional Development System in Pa: Overview

III. Training Module Development Projects I & II

IV. Train the Trainer Project

V. Teacher, Facilitator, Presenter, Trainer: Who are We?

VI. Training Approaches and Philosophy

VII. Delivery System

VIII. Questions & Answers

IX. Module Specific Training

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Abstract

Title: "Train the Trainers"
Address: TIU Adult Education and Job Training Center
MCIDC Plaza Building 58
6395 SR 103 North
Lewistown, PA 17044
Phone Number: (717) 248-4942
Director: Carol Molek
Duration of Project: **From:** 7/1/97 **To:** 6/30/98

Description:
"Train the Trainers" addresses ABLE 353 priority B. 4. - Professional Development to identify and train trainers statewide who will provide training for adult education practitioners in funded programs. The project will develop: job requirements for trainers, a process for selecting trainers, training content to train trainers. Once these areas are completed, training of trainers will follow. The project will also coordinate the means for trainers to be accessed by programs via the Professional Development Centers. Administrative and fiscal support will allow for standardization of training throughout the state.
The project will be closely coordinated with the training development projects of this year and next. An understanding of the modules' content will be essential as will a knowledge of the diversity of the field and the professional development centers. This project will be key in the initial efforts to bring uniform training to the field.

Objectives:
Specific objectives are:

- to define requirements of the trainers generally and in specified content areas.
- to determine the process for selection of trainers and make selections.
- to determine the content of the training for trainers
- to deliver training to trainers who will provide training for adult education practitioners in the field.
- to establish an operational procedure through administrative and fiscal support to initiate the training system.

Target Audience:
Those receiving service under this project are trainers to be trained in content area modules to then deliver training to the field. Ultimately all practitioners in the state should benefit.

Products:
Final report including guidelines for trainers.

Method of Evaluation:
Evaluation of this project will be based on completion of the training of trainers and the delivery of training via these trainers to the field.

Train the Trainer

General content delivery questions:

- adjusting to individual differences of groups?
- where does presentation style fit in?
- what to wear?
- how to deal with resistance to change?
- how to deal with selective listeners?
- how to deal with negative comments (disarming/neutralizing/diffusing anger techniques)?
- what if I don't know an answer?
- how should I set initial expectations?
- will I have mandated participants?
- how to keep on task (avoid complaining, own agendas)?
- how to avoid information overload?
- what if participants do not complete assignments?
- what if participants do not attend all sessions?
- are all materials provided to trainers?
- who copies and pays for handouts?
- how do we handle different levels of expertise among a training audience?

- can I provide my trainees with supplemental materials?
- can I substitute activities?
- how many trainings am I expected to do this year?
- how far will I be expected to travel for trainings?
- am I allowed to train outside of "my" pdc?
- evaluation:
    - how to measure trainees learning?
    - how to measure improvements in trainees job performance?
    - how to measure learning gains in students?
    - how to measure trainee satisfaction?

Training Module Delivery System

Partnership: train trainers project - trainers - pdc's

Trainers will work with pdc's; modules are delivered by trainers from this project through pdc's:

What PDC's will do

- promote module utilization
- request your services; 2 way referrals
- contracting for $

  amount per mod delivery per region may vary.

  make sure to determine what is included in

  stipend: travel, handouts, materials
- recruit trainees
- not deliver modules outside of this project
- support you in your responsibility to deliver modules as written
- will secure training materials as needed
- will not share training materials with those outside of this project
- assist you in operations

  AV equipment: overhead, flip charts, tape recorder, vcr

- disseminate pre-training materials
- provide you with information on your audience before training
- assist you in follow-up contacts/activities
- provide technical assistance: follow-up

What Train the Trainer project will do:

- promote modules with pdc's, buzz, other means
- receive feedback from trainers and provide consistent answers/changes to all trainers
- provide answers to questions trainers don't know
- provide technical assistance on delivery of modules
- provide guidance on follow-up procedures
- assist in acquiring additional materials as needed
- provide certificates of completion to participants
- provide payment to lead trainers and trainers being trained
- provide technical assistance and support to lead trainers
- provide other assistance as requested

What Trainers will do:

- maintain enthusiasm

- promote module concept and utilization of specific modules
- recruit participation
- pre-training tasks:

  logistics with pdc's: time, location, refreshments,

  appropriate facility, equipment
- work with pdc's on dissemination of pre-conference materials
- know your audience
- consider modules are the property of this project (make copy to write on if desired) and will be returned to us if/when trainers change or for revisions
- maintain integrity of the training modules: deliver as written
- maintain security of training materials (inventory materials before and after delivery of training)
- not use module materials outside of this project
- not share outside of the standard module delivery format
- not deliver pieces of the module
- provide list of completers for module training to train the trainer project for issuance of completion certificates
- assist the train/trainer project with evaluation information: session evals, overall eval, other info as requested

Dealing with Difficult Participants

Dealing with Difficult Participants

What or Who is a Difficult Participant?

A difficult participant is anyone whose attitude or behavior prevents that person - or others - from meeting the training objectives.

Goal as a Presenter

- get difficult participant on board
  - not ridicule or embarrass
- minimize any negative impact the difficult participant might have on others in the class

Four Main Areas to Minimize Effect of Difficult Participants

- Preparation
- Room Set-up
- Group Dynamics
- Focus on Results

Preparation

- Start on time
- Set expectations
- WIIFMs
- Establish ground rules
  - opening activity
- Know your audience
- When tension is high, retention is low

Room Set-up

- Entrance at back of room
- Agenda and handouts available near door
- Provide ice water
- Easily rearrange room

Group Dynamics

- Importance of small groups
  - hard not to be involved
  - "know it all" diminished
  - responsible to group
  - change groups
- Attention seeker
  - avoid eye contact

...More Dynamics

- Use proximity
  - stops side conversations
  - domineering individuals will finish talking sooner
- Negative Energy
  - enlist their help
  - make point of their comments
  - "it may not work for you, but..."

Focus on Results

- Build on familiar
  - concepts already know, remind and build
  - "penny activity"
- Continually sell benefits
  - make sure participants see personal value of content

Train the Trainer
Evaluation

Name:_____
Date:_____
Module (s):_____

1. Did you thoroughly study the module before today's training?

How long did you spend in your review?

2. Do you feel that this training, along with the study of the module(s)has prepared you to begin training?

3. Do you understand how the training project works (e.g., how you will work through the PDC's, how trainings will be scheduled, etc.)?

Please rate (1 least effective/5 most effective) the training's effectiveness in developing your understanding of the following areas:

1. Professional Development System in Pa: Overview _____
2. Training Module Development Projects I & II _____
3. Train the Trainer Project _____
4. Exercise: Teacher, Facilitator, Presenter, Trainer: Who are We? _____
5. Training Approaches and Philosophy _____
6. General Delivery Questions _____
7. Delivery System
8. Dealing with Difficult Participants _____
9. Discussion/Question Period _____
10. Specific Module Training (write in Module Name):
    Module #1_____ _____
    Module # 2_____ _____

11. What questions are left unanswered? What further assistance will you need?

12. Do you have any suggestions for additions/deletions or changes to this trainer training so that it might better prepare module trainers? If so, what are your suggestions?

13. Other comments? Please use other side.